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The community and educators of Abington Township Schools, concerned with the education of the gifted student, developed a working program for the academically talented student. The students involved in the program were identified by a verbal IQ of 130 and upwards, an achievement of two grades above grade level, a reading achievement grade placement of two grades above grade level, evidence of creative ability, and recommendation of teachers and principals. The over-all design included administrative provisions of grade acceleration, subject matter acceleration, enrichment, continuity of the program through all the grades, curriculum development, methodology, special materials and equipment, and periodic evaluations. More specifically, the program in the elementary school offered early admission to kindergarten, early identification, grade acceleration, ability grouping, and enrichment. Some of the enrichment activities included demonstrations, preparation of a research report, and dramatization. The junior high school program for grades seven and eight involved grade acceleration, acceleration of subject matter, ability grouping, and enrichment. The program for the ninth and tenth grades of high school included acceleration in grade, acceleration of subject matter, ability grouping, enrichment, early admission to college, summer school program and a full schedule. The eleventh and twelfth grades offered an honors program, a seminar program, a variety of school clubs and activity groups, a diversified curriculum, leadership training workshops, college-high school cooperative activities, teacher exchange, college teachers as consultants, and advanced placement program. Also included were early admissions to college, early completion program, study abroad, college summer programs, educational television and radio, and high school level summer programs.

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A

PROGRAM

FOR

THE ACADEMICALLY

GIFTED

An Administrative Manual and Organization Guide

Elementary School

Junior High School

North Campus High School

South Campus High School

School District of Abington Township
Abington, Pennsylvania

March, 1965

* * * * * * * *

DR. MATTHEW W. GAFFNEY, SUPERINTENDENT

DR. CARL J. MANONE, ASSISTANT SUPERINTENDENT

* * * * * * * *

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In recognition of the inspiration
and advice by Dr. O. H. English,
Superintendent, 1950-1962, and
the late Dr. Maurice E. Trusal,
Assistant Superintendent, 1958-1961,
this publication is respectfully
dedicated.

* * * *

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THAT DIVINE FAITH

The deafening silence surrounded me--
And all was quiet
And all was still.
Within me beat a captive heart that
Yearned to proclaim its wish and will!
But silence echoed mocking silence
Yet never a single word would dare
Invade my chamber of quiet grief,
And hope was dim and bare.

And donned I, then, a cloak of tears--
Alone in a crowd
With courage astray,
I looked to myself, and humbly sought
The faith to continue and wisdom to pray!
But there was no thunder--no radiance divine--
A moment of truth--undramatic was mine,
The spirit of God, within me, had imbued
The courage I sought--and my faith was renewed.

--Judy Bresler
Class of 1965

FOREWORD

As the relatively new chief school officer of the Abington Township Schools, I am especially pleased to have the opportunity to comment on this significant report.

The paper that follows is a case study of how a concerned community and its dedicated educators have over a period of years developed a working program to conserve and embellish its priceless resources, the academically talented students.

In the total school program all students are equally important. The ultimate purpose of the schools is to insure that each may become all that he is capable of being. Equality of opportunity of necessity requires inequality of achievement. A "Varsity" team is no less important academically than athletically. What follows is the story of how to develop a first team.

The District is deeply indebted to Mr. Elmore E. Pogar, Director of Pupil Personnel Services, the inspiration for much of the work that has been done, as well as the compiler of this report.

Matthew W. Gaffney
Superintendent of Schools
March 1965

PREFACE

Good schools have always challenged their brightest students. But today a sense of urgency pervades our national life. Prominent leaders are saying that we are in danger of becoming a static people, a second-rate power, and that we have reached our full economic growth. To change this trend, they are saying that our educational system must improve; that quality education should be made available to an increasing number of students; and that full utilization of our capable manpower is essential to our survival as an independent and progressive society. A society where much of the national value system and purpose is focused on material gains; where national survival may depend on the ingeniousness of the human mind rather than the power of the masses; a people whose achievements have exceeded all those of previous human history; and yet, one whose increasing social and political problems are an ever-pressing challenge.

What is the role of education in so dynamic a society?

In the past decade and a half under the impact of new technical and scientific knowledge and procedures, the tragic indifference of professional educators and laymen to the deeper purposes of education has been swept away. In its place, there has been emerging a rededication to a more vital role of education in our society. Now there is more widespread recognition of the importance of education with the result that those things which are taught - the curriculum - are undergoing the scrutiny of experts in the profession and by other specialists. Newer teaching methods are being explored at all levels as well as modifications in administrative patterns and classroom design. The sanctity of the traditional class size, grouping, and scheduling is being heatedly debated. Old theories of how learning takes place are being examined in the light of new demands which are made on the learner. Finally, the major focus of these controversies is on programs of a higher quality for those who are mentally gifted. The advocates of change want more rigid homogeneous grouping, faster acceleration of the students and subject matter, and greater depth of subject matter. There are those who would swing the academic pendulum to the opposite extreme and sacrifice the advancements which have been achieved for the less capable student over the past half century. In the face of these trends, what kinds of programs should the school develop?

In this publication there is set forth some of our practices relative to educating the gifted which have been in effect for a number of years; there are some indications for refinement of practices; and lastly there are recommendations for expanding the program for the gifted. Many people - teachers, gifted students, administrators, parents, and consultants - have contributed in one way or another to this booklet. To all of them, we are indebted for their significant contributions in leadership, specific proposals and critical analyses.

Elmore E. Pogar
Chairman, Abington Township Committee
Gifted Child Program

CHAPTER I

PHILOSOPHIC FRAMEWORK

Under our national philosophy of equality and human rights, the common heritage of every individual includes the implicit right to opportunities for self-realization in order that he attain fulfillment of his potentialities. Equality of opportunity, therefore, has become a fundamental tenet of the American public school system. Through its precepts and on-going programs, an educational system must recognize the varied human differences in abilities and interests if it is to carry out its unique function. Separate curricula - honors and other accelerated programs for the gifted, business and technical education for those whose vocational goals are more immediate, art and music for the talented student - all are required if schools are to serve the needs of a heterogeneous group. Moreover, because schools are organized by society for its perpetuation and advancement, they must prepare their students to meet the vocational, social, and citizenship needs of the larger society. Thus, no one program will meet all requirements; the program for the mentally gifted is but one among many which is designed to serve these varied needs.

Developing a district-wide program for academically able students requires more than attaching new labels or expounding a dogma. Rather, it requires carefully thought-out, clearly stated beliefs and an integrated, organizational structure which can be identified from other programs within the school system. Programming must provide for flexibility and variety, that is, a variety of programs and freedom to cross curriculums and grade lines. Subjects must be of sufficient depth to challenge bright minds (which may require acceleration of subject matter), provisions must be made for acceleration in grade if this seems wise, restrictions as to the number of subjects to be studied at one time may have to be waived, and in a few cases, early admission to colleges may prove the best way to serve particular individuals. Teaching methodology must stimulate the higher mental processes: reasoning, independent and creative thinking, and yet it must not completely overlook the importance of skills in the fundamental processes of writing, reading, and arithmetic. It must not stifle initiative by fostering an atmosphere in which only conformity to established patterns is acceptable. It must reflect a sincere respect for knowledge, a love of learning for its own sake, and a certain level of tolerance for varying degrees of unorthodox thinking and behavior among the students. Just as with all students, class assignments must reveal an understanding of individual needs and capacities. Teaching with all of its avowed scientific method is still fundamentally a matter of relationships. The relationship which exists between the teacher and student, as with all leaners and especially the gifted, is a most essential ingredient. A compatible relationship by itself is not enough, however, The teacher of the gifted must be a scholar in the true sense.

In our zeal to see to it that the academic mind achieves its maximum development, we must not overlook the total personality of the individual. His social-emotional growth is important. He must not become merely a walking encyclopedia, the prototype of the all too familiar caricature. With foresight and careful planning, a program which is balanced in terms of challenging academic study, physical, personal, and social development can be carried out.

Those responsible for public education must provide education for "all of the children of all the people." It is not enough to give everyone an "average" education. The great challenge before us is to educate to the fullest possible extent those who will in time lift all of society.

CHAPTER II

THE EVOLVING PROGRAM

Invariably a sound program has its roots somewhere in the past. Long before a formal statement of purposes or procedures is formulated, there are certain identifiable elements in the making - some nucleus is being formed. Abington's strong commitment to quality education, especially for the bright students, goes back to its early Quaker settlers. Preparation of students for higher education was the goal of the first educators who, in those early times, established a wide and enviable reputation for preparing well-qualified students. Colleges welcomed the graduates in those days even as they seek them today.

Although a changing student and community population (especially since the late 1940's) has resulted in revisions and expansion of the original program in order to serve a more heterogeneous group of students, the importance of maintaining a strong college preparatory program remains unchanged. In fact, over the years the program has been strengthened even more by (1) demanding a higher quality performance, (2) increasing the depth of some subjects, (3) adding new subjects (Russian language, for example), (4) accelerating subject matter (biology study in grade 9), (5) extending the breadth of some subjects, (6) increasing the flexibility of subject selection in the individual student's schedule. The job of strengthening a program never ends; it is an integral part of dynamic program development.

Historically, the so-called structured program for the gifted began in 1948 when Abington joined the other suburban high schools in the Suburban School Study Council of the School of Education of the University of Pennsylvania. The aim of this group was to examine the existing practices used by the member schools in the education of their brighter students and to recommend improvements. The fact that all the schools represented in the Council had a better than average percentage of high ability students, were staffed with many competent teachers, and had had strong academic programs for many years made this a natural area for study. Throughout the three years of fairly intensive searching under the leadership of Dr. A. I. Oliver, the committee representing the several schools investigated every known facet of the education of this type of student. Consultants, experts in this field, served as conference leaders; there were investigations of some of the well-respected programs of the past; teams from the committee studied at firsthand the programs in such schools as the Colfax Elementary School in Pittsburgh, the program in Baltimore City, Cleveland and Shaker Heights, Ohio, and the Lincoln School for Experimentation at Columbia University. Experiments carried on by some of the member schools, reports, and discussions rounded out the serious study of the problem.

Significant outcomes of this project were abundantly evident. The school districts represented intensified their academic efforts, a new respect for intelligence and scholarship emerged, results of projects within the local districts were shared widely with other participating districts, a project publication Guiding Your Gifted became something of a best seller.

Abington, just as the other districts, increased its activities for the gifted. Specific proposals designed to strengthen the local program were

advanced following a comprehensive study. Included in the first recommendations were:

1. A statement of philosophy and policies.

2. More emphasis on homogeneous grouping at all levels.

3. An honors program in the senior high school.

4. Criteria for identification and selection of the students.

5. More emphasis on quality performance.

In the decade which followed, the committee in Abington undertook gradually to develop a program which would be based on sound philosophy and practice. Soon, other aspects of the program were initiated. They included:

1. Highly homogeneous sections in two junior high schools.

2. The seminar program for elementary and secondary school students.

3. Acceleration of subject matter.

4. Increase in the depth of some courses.

5. Advanced placement and cooperative arrangements with local colleges.

Although the program is already developed to a high degree, the committee, with the cooperation of the administration and faculty, will continue to explore new ways to improve the education of the gifted and at the same time perfect the old to the end that our goal - the best possible education for the academically able students - be achieved.

CHAPTER III

THE ABINGTON COMMUNITY: AN EXAMPLE OF A PEOPLE'S CONCERN FOR QUALITY EDUCATION

Universality of certain aspects of education is undeniable: there are teachers and students, learning takes place. But equally true is the fact that schools reflect the degree of concern of the local people for education; that schools exist within a social context and are not apart from it; they are not a kind of abstraction. Schools speak resoundingly of their communities.

In many ways Abington is a typical suburban community: It has limited industry and those employed work outside of the district, mostly in Philadelphia. Its population growth has been just short of phenomenal - from some 27,000 in 1945 to 59,000 in 1964. School population in those same fifteen year jumped from 3700 to 10,920. Nearly every minority group known in American society is represented in the population, but this diversity has not interfered with a singleness of purpose - to secure the best possible educational program.

Perhaps one of the strongest indications of the commitment which a community has to education is the amount of money which it spends in educating each student. Secondary per pupil cost in Abington moved from $270.75 in 1949-50 to $701.49 in 1963-64. Related to cost per pupil and another valid criterion for judging a school is the salary schedule for teachers. Median salaries in Abington increased from $4350.00 in 1954-55 to $7150.00 in 1963-64. Salaries along with adequate facilities tend to hold good teachers and encourage those with potential to improve. The tax payers have repeatedly supported bond issues for new schools and increased tax millage.

But money is only the symptom of deeper attitudes toward education. Some 60 per cent of the parents in the community are in the professions, business (managerial or owners) and the semi-professions, and technical levels. It is readily evident that those who themselves have profited from good education recognize its value and will give strong support to a sound program. Whether it be an evaluation or curriculum study, or a group to help plan a new program, Abington parents have always responded to invitations to join with the professional staff in any enterprise which would help improve the schools. This is all the more significant when one considers the kinds of talent available: specialists in every academic field, those with leadership and managerial know-how, and those who possess writing and organizational skills. These very practical assets are reinforced by extensive good will, high morale, and deep respect for the schools.

Parents have been eager to support a staff large enough to insure adequate attention to the needs of the students: teacher-pupil ratios are maintained at one teacher per 25 students, while counselor-student ratios are one to 335. Special services such as psychologists, reading specialists, speech therapists, are regarded by the parents as essential elements of the total program; they look to them as they would to the teachers or principals.

Finally, there is the spirit of inquiry in the minds of many parents. They want to know the wisdom of a new course; they are interested in achievement test results; they are anxious that the element of competition not be lost.

It is in climates such as these that educational programs achieve their highest expectations.

CHAPTER IV

THE ABINGTON STUDENTS: THEIR POTENTIAL AND PROMISE

Students with their superior ability, high capacity for work, and eagerness to learn are the substance and sustenance of a program for the gifted; they are its raison d'être.

Although very heterogeneous in every aspect, the Abington student body has a high percentage of bright students. There is ample evidence from a variety of sources to support this conclusion. Recent mental ability test results, for example, show 30 per cent of the students with intelligence quotients of 120 and upward. (I.Q. of 120 is taken here simply as a reference point. This is not to argue that 120 I.Q. represents true giftedness.) A ten year study of 2,927 scholastic aptitude test scores of the College Entrance Examination Board achieved by Abington students showed 26 per cent of the verbal scores were 550 (200 is low, 800 is the highest score) and upward, while 27 per cent of the mathematics scores were within these same limits. An examination of College Board achievement tests revealed the following percentage of scores between 550 and 800: advanced mathematics 79%, intermediate mathematics 53%, and English 48%.

The number of National Merit Scholarship semi-finalists and finalists provide other indications of academic strength among the students. Between the inception of the National Merit program in 1955 and 1961, Abington students achieved a distinguished record: 25 semi-finalists and 13 finalists.

This record of academic accomplishment reaches into other activities where the results are just as noteworthy. In competition with representatives from other high schools, numerous awards for outstanding accomplishment have been earned in creative writing, foreign languages, mathematics, science, and social studies.

A further example of the high scholarship of the students is in the number of graduates entering college and the records they attain. At the present time, 70 per cent of Abington graduates enter post high school training, 50 per cent of whom will be in programs of collegiate level. Follow-up studies of the progress of the graduates show a stirring record: there were few drop-outs, almost every collegiate honor possible was achieved (for example, Phi Beta Kappa, honor society in chemistry, etc.) and high grades were prevalant in almost all records.

Each school is morally and professionally obligated to help each student develop his abilities to the fullest extent. If schools are to keep faith with society and with their students, they can do no less.

CHAPTER V

THE GIFTED STUDENT: A FRAME OF REFERENCE

Students whose gift is intellectual differ just as all other students; their intellect, personal and social needs do not fit a single mold. Yet, we have learned to describe them on the basis of the generalized characteristics they have in common. Although this composite portrait is a convenience, it does not mean that individual students will fit all descriptions, or that patterns in a given individual will be entirely consistent over a period of time. The evidence we see depends on the individual's experiential background which may vary widely from that of other students. Therefore, the caution is raised that a hastily formulated decision of a student's ability may be an injustice to him.

More specifically, gifted students will reveal many or perhaps all of the following characteristics:

1. They show interest in and ability to deal with abstract ideas.

2. They have wide-spread interests concerning many areas of knowledge.

3. They have inquiring minds.

4. They have the ability to learn large blocks of information rapidly when properly motivated.

5. They have a tendency to be creative, to challenge established and accepted patterns.

6. They read early in life and their urge to read is not easily satisfied.

7. They are accelerated in all phases of development.

8. They often reject routine, rote learning.

9. They usually have hobbies through which they can learn.

10. They tend to excel in different areas: mathematics and science for boys; girls in the humanities.

11. They tend to ask more intelligent questions, are interested in the "why."

12. They tend to excel in the academic phases of school work.

13. They show more intellectual curiosity than average students.

14. They can quickly develop proper study habits and attitudes.

15. They usually measure high on achievement tests.

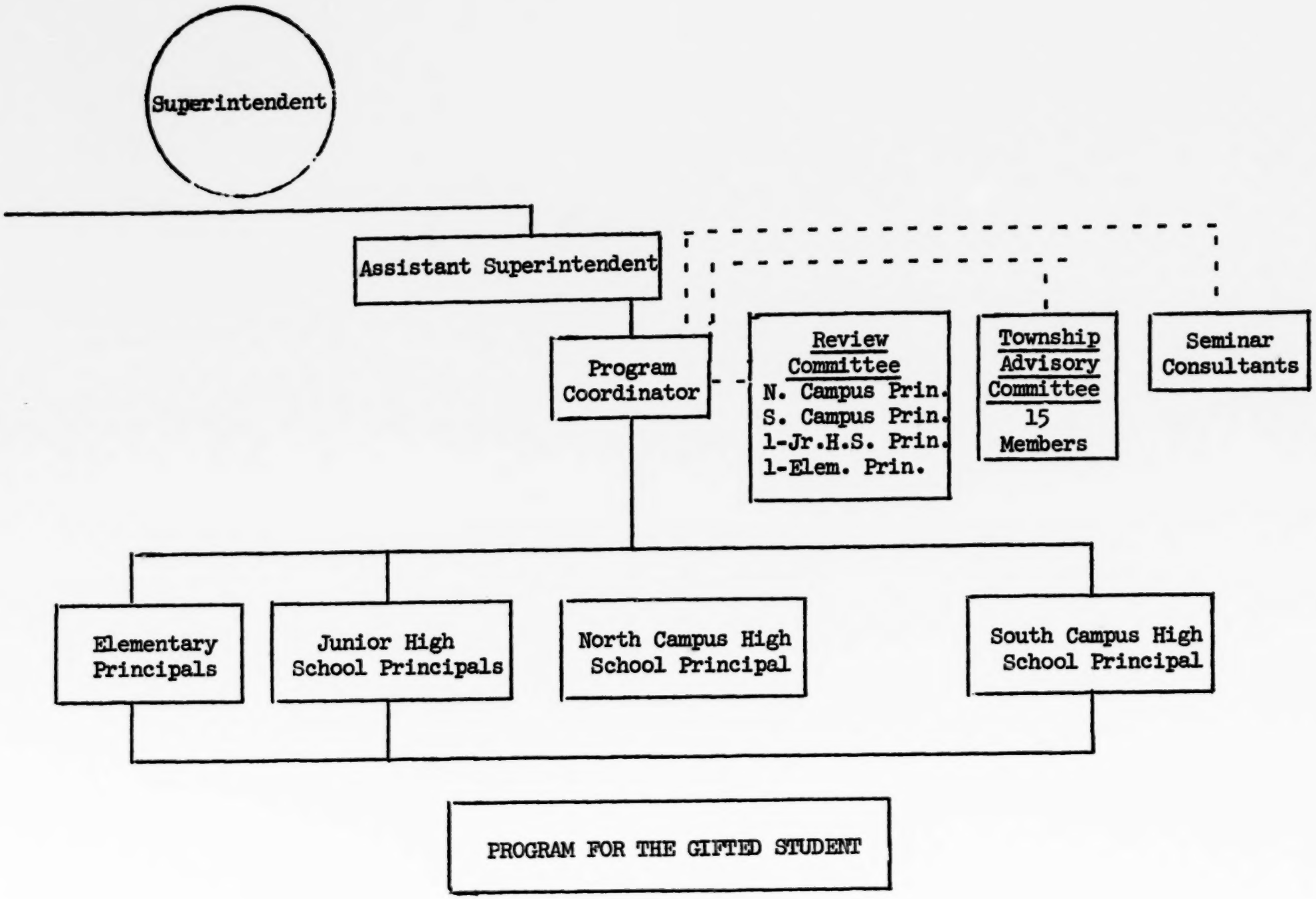
16. They readily learn how to analyze and critically evaluate issues and to weigh evidence.

17. They tend to emerge as leaders of their respective groups.

18. They are capable of giving sustained attention to a learning task.

19. They have or can acquire a large vocabulary.

20. They are generally more interested in dealing with ideas rather than with things.



O R G A N I Z A T I O N C H A R T

CHAPTER VI

ORGANIZATION AND ADMINISTRATION OF THE PROGRAM

1. Personnel and Their Responsibilities

a. Superintendent: Shall maintain an active interest in the program by reviewing the various activities, making suggestions for changing the program and securing the necessary support from the Board of School Directors.

b. Assistant Superintendent: As a part of his responsibilities in the area of instruction, the assistant superintendent in cooperation with others shall supervise and coordinate the program for the gifted in all schools. He shall be ex-officio member of all committees.

c. Township Coordinator: In cooperation with the assistant superintendent, the township coordinator of the program for the gifted shall be responsible for: (1) calling committee meetings, (2) securing consultants, (3) stimulating inservice activities for teachers of the gifted, (4) evaluating the program, (5) helping to develop additions to the program, (6) coordinating the activities at the various levels, (7) carrying out research activities, (8) preparing an annual report, (9) keeping the public informed about the program.

d. Review Committee: This committee shall consist of the south campus high school principal, the principal of the north campus high school, one junior high school principal and one elementary school principal. They shall be appointed by the superintendent and shall serve until replaced. Meetings shall be at the call of the coordinator. The function of the committee shall be to review and approve all changes in the program and it shall periodically evaluate the program.

e. Advisory Committee: This committee shall consist of approximately 15 members and shall represent a cross-section of schools, grades, academic subjects, staff personnel and include one interested lay representative. The members shall be selected by the coordinator and the assistant superintendent and will serve until replaced. The function of the committee shall be to make suggestions relative to the program for the gifted. One meeting a year shall be called at the discretion of the coordinator.

f. Student Selection Committee: This committee shall consist of the school or grade counselor, school psychologist, coordinator, seminar coordinators, the principal, department chairman (if in high schools), and the teacher or teachers immediately concerned. This committee shall be responsible for the final selection of students to be placed in groups which are organized for the gifted students.

g. Building Representatives: Each principal shall appoint one person who will be responsible as liaison representative between his building program and the township coordinator. The person appointed may be a teacher of the gifted or one known to advocate a program for the gifted, a department chairman, a counselor, or an administrative assistant.

h. Building Principal: The principal shall be responsible for the successful conduct of the program within his building including that of enlisting staff support.

i. Seminar Consultants: The consultants to the seminars shall keep the township coordinator informed relative to the development of seminar type programs. They shall be standing members of the Advisory Committee and Student Selection Committee.

j. Guidance Counselors: The counselor shall be responsible for helping the student understand and develop his intellectual abilities and to relate them to his own needs and the needs of society. He shall serve on program committees, be vigilant in his study of human characteristics to insure that the gifted will be discovered, and help promote the program in his building.

k. Teachers: All teachers shall have the dual responsibility for discovering and developing those with academic gifts. This is their professional obligation.

2. Policies Governing the Program

Statements of policy frequently grow out of existing practice, or they are sometimes the result of deliberation without benefit of specific experience. One method is not necessarily superior to the other. Practice does not always represent the best procedures; it may be simply the most convenient. The statements which follow represent both sources and are intended to serve as guide lines for interpreting the present program and in the development of future activities. In the years ahead, new policies will emerge and variations from the stated policies will be made. This is to be expected. One cannot foresee the exigencies which occur from time to time.

a. New proposals which are to be incorporated in the program must be presented in writing to the coordinator and in turn be reviewed by the Review Committee. No changes can be made in the program without an approval by this committee. (See form 1 in Appendix A)

b. All changes in the program will be reviewed in the light of the possible effects of the proposals on the total program. The program for gifted students is an integrated pattern and must not be conceived in terms of just individual schools or classes within schools.

c. Early admission (that is, before the child is 4 years 7 months) to kindergarten normally is not permitted. The few exceptions

such as a transfer from another district, must be approved by the superintendent and the school psychologist.

d. The initial identification of the majority of the gifted shall begin in the kindergarten but the organization of the students into homogeneous classes shall not begin earlier than fourth grade.

e. A student may be accelerated from one grade to the next at any grade up to grade 9. Acceleration can be carried out only after the Student Selection Committee has approved the request from a principal.

f. It is recommended that acceleration be accomplished by completing two grades in one year.

g. Curriculum development shall be the responsibility of the assistant superintendent, the department chairmen, the special supervisors, and the subject coordinators in the elementary schools. Requests for modification in curriculum should be cleared with the assistant superintendent.

h. Flexibility within the policies stated herein is advocated to make for a vigorous program and to make possible adjustments to local school situations. This includes selection procedures which must allow for those individual students who do not meet specific criteria, especially those relating to I.Q. and to teacher marks.

i. Abington's program describes a variety of activities essential to meeting the needs of a wide variety of gifted students. In order that students not be denied the full advantages of the program, they should not be rigidly limited as to the number of activities they may enter.

3. Coordination of the Program

The program described in this guide is broad and varied, encompassing in-school and out-of-school activities, cooperative relationships with specialists and parent groups in the community, and multi-level integration among the schools within the district and between the high school and college. It involves subject matter content and sequence, administration and programming, teaching methodology and evaluation. So bold an undertaking requires close coordination if the program is to succeed in terms of the greatest efficiency and maximum advantage for the individual student.

The responsibility for this coordination rests primarily with the assistant superintendent and the township coordinator. But others share in this responsibility: department chairmen and principals in particular.

Effective coordination can be best achieved when there is direction to the program and a common understanding among the participating members. This guide, periodic meetings and conferences, and supervision can contribute to an efficient and a dynamic program.

4. Evaluation of the Program

Formal education is distinguished among other processes for its limited concreteness, stability, absoluteness, and even specificity. Measurement of its outcomes, therefore, involves unique and complex problems: cause and effect relationships are often intertwined, overlapping, or reversible; (a one-to-one relationship seldom exists) data are often misleading and confusing even to the skilled interpreter. This ambiguous situation, however, does not excuse us from our professional obligation of making evaluations, nor should we fail to seek new ways to improve our inadequate measuring techniques.

The educator, like the manufacturer, is concerned with evaluating two basics: the product - in this case, the student - and the process. We must look to both; it isn't a case of "either or." How well does the student function in society? Can he read? Is he a worthwhile citizen? How well does he perform on standard tests? Can he hold a job? These are some of the measurements which can be applied to the product.

As to the evaluation of the process, we have a somewhat more complex problem. For example, is there a better way to teach spelling? Or, how can one best stimulate in the student an appreciation for good literature? Generally, the approach is to change the process through the application of sound logic and later to test the new process against empirical evidence derived from studying the product. The pitfalls in this procedure are readily evident. Thus, the tendency in evaluating a program is to concentrate on "tried and true" measures as indicated in the following although they have well-recognized weaknesses.

a. Tests: Locally administered tests, college board tests, advanced placement examinations, other standardized tests.

b. Opinions, solicited and unsolicited, from parents and alumni.

c. The success of graduates in business and college and in the community.

d. Frequent and penetrating analyses of the processes by the professional staff including a critical and searching look at the conditions for learning.

5. Selection and Assignment of Teachers

It is axiomatic that a high quality program for gifted students is impossible without knowledgeable, creative, and well motivated teachers. As depth and breadth of subject matter are increased at

all grade levels, teachers of these groups increasingly must meet higher standards of scholarship, show a greater eagerness to teach, and more of a willingness to continue their own learning. Considering the vastness and quality of the program, staffing is no small undertaking.

In the assignment of teachers, at all levels, we should be guided by the above criteria. We must recognize that gifted students are a challenge to the best a teacher can bring to the classroom. In addition, no teacher should be assigned to a group if he or she feels incapable of meeting their demands. Moreover, wherever possible, the teacher's load should be reduced to free her for the increased demands for better, more thorough preparation, and individualized attention which these students require.

Continuity and duration of the teacher's assignment are other factors which should be given consideration. Rotation of teachers, for example, has some advantages, but it also carries with it the possible loss of the teacher's skill, background, and efficiency, especially with respect to materials and methods, during the year or years she would not be meeting gifted groups. On the other hand, it is possible that a gifted group over a period of years could drain a teacher of her emotional and academic reserve. The best precautions to possible disappointment are the sensitivity of the principal to the reactions of his teachers, frequent review of the program, flexibility in assignments and opportunities for the teachers to develop professionally.

6. Marking

How shall a teacher mark a student who is in an accelerated group? Is a "B" in an accelerated group worth an "A" in a regular group? How are marks in the accelerated subjects explained to colleges? These are perplexing questions which require decisive answers. Various teachers and administrators have helped to resolve this issue through the following general agreements: (a) the student should receive the mark which in the best judgment of the teacher he has earned, (b) if the student cannot maintain a "B" or "H" average (if elementary), then he probably is misplaced and should be reassigned to another group, (c) all transcripts are to include a description of the accelerated program and the sections included in the student's past and present rosters, (d) no mark is to be weighted or otherwise adjusted to reflect the level of the course, (e) class ranking in the senior high school is achieved by computing the numerical average on the basis of the following values: A-4; B-3; C-2; D-1. The average is then ranked with all others irrespective of curriculum. This system is the one recommended by the National Association of Secondary School Principals and American Association of Collegiate Registrars and Admission Officers. It should be said that various systems of ranking are currently being studied and it is possible that a revised method will be adopted sometime in the near future. To our best knowledge, no Abington student has ever been penalized in any way because he received somewhat lower marks in the accelerated program.

7. Identification and Selection Procedures - A Guide

There is no foolproof system for the identification and selection of gifted students. The many variables comprising so complex an undertaking make this conclusion inescapable, but a definite system can help minimize the number of poor selections.

Basic to a sound workable system are the two principles - multiple criteria and flexibility - without which the best set of criteria is likely to bring disappointing results.

The criteria to be used in the selection of students for the Abington program include the following:

a. A verbal I.Q. of 130 and upwards on a standard group test.

b. An achievement of two grades above grade level on a standard achievement test battery.

c. A reading achievement grade placement of two grades above grade level on a standard achievement test.

Teacher marks which average "B" or "H."

e. Evidence of creative ability which may be exhibited in the following: art, music, spontaneous writing, argumentation; in their verbalizing of ideas; the way in which they test hypotheses; their use of inference; the extent of the novel and irrational thinking they do. Some researchers with creativity have identified the following typical intellectual traits; originality, redefinition, adaptive flexibility, spontaneous flexibility, fluency of ideas, fluency of words and elaboration.

The personality characteristics of the creative individual are no less important as criteria for identification. Their desire for autonomy, greater self-sufficiency, independence of judgment, stability, capacity for greater risks, acceptance of self, resourcefulness, and adventurous spirit - go to make them more creative in the activities they undertake.[1]/

f. The student should exhibit a minimum of behavior such as anxiety, deep fears, or anti-social traits - which would impede his progress or definitely interfere with the instructional program.

g. Recommendation of the teacher and principal.

Additional criteria for certain programs:

a. A special creative writing assignment must be completed.
b. An interview with the department head or teacher.
c. An autobiographical sketch.

Experience has demonstrated that a committee consisting of teachers and staff personnel provides a satisfactory jury to implement the selection process. The important consideration is that the candidate's credentials be scrutinized by more than one person.

Other criteria for the evaluation of mental functioning are found in Bloom's Taxonomy of Educational Objectives."[1/] They are:

1. Translation - The ability to put a communication into another language, another form of communication is translation. An abstract idea may need to be transformed to concrete or everyday terms to be useful in further thinking about it.

   Suggested Activities:

   a. State a problem in your own words.
   b. State a lengthy communication in a more brief form.
   c. Clarify a principle by giving an illustration or sample.

2. Interpretation - It is a reordering of ideas into a new configuration in the mind o. the individual. It goes beyond translation to comprehend the relationships between its parts, to reorder or rearrange and relate to one's own fund of experiences and ideas.

   Suggested Activities:

   a. Give one's own meaning to a story, passage, or communication, orally or in writing.
   b. Draw inferences concerning statements or ideas.
   c. Make generalizations concerning experience and to give meaning to a stated generalization according to one's own understanding or creative outlook.

3. Extrapolation - One must be able to translate, interpret, and go beyond to trends or tendencies beyond the given data: If "this" is true, what will happen now?

   Suggested Activities:

   a. Draw conclusions concerning information given.
   b. Hypothesize concerning experimentation. List all the possible outcomes.
   c. Make estimates or predictions in relation to given data.

1/ "Taxonomy of Educational Objectives", The Classification of Educational Goals, Handbooks I and II by Krathwohl, David, Bloom, Benjamin, and Masia, Bertram, David McKay Company, New York

4. Application - Use old principles to solve new problems. Students need practice in restructuring and classifying situations so the correct abstraction applies. Possession of knowledge and the ability to apply it are not always synonymous. Students must be able to generalize or state principles or must have had previous experience with known generalizations and principles.

Suggested Activities:

a. Select one solution to a problem and give reasons for selection.
b. Find several good solutions to a problem.
c. Be responsible for applying the proper attitude toward work, self-confidence, or self-control.

5. Analysis - This ability emphasizes the break down of material into constituent parts and detection of the relationships of the parts and the way they are organized. It aids in fuller comprehension and is a prelude to evaluation. It is an objective of science, social science, philosophy, and the arts.

Suggested Activities:

a. Listing problems relating to a project.
b. Listing steps in preparation of a product.
c. Listing elements of composition.

6. Synthesis - It is the ability to put together, rearranging, production of a new communication, arranging and combining pieces, parts, elements, etc. into a new whole.

Suggested Activities:

a. Writing a report, essay, or story using an excellent organization of ideas and statements.
b. Make a collage.
c. Write a poem (word or phrase poem).

7. Evaluation - Give judgment concerning ideas, products, events, etc.

Suggested Activities:

a. Discuss the activities of planning and execution with reference to how they can be improved.
b. Prove or disprove a statement.
c. Decide on importance, relevance or irrelevancies.

CHAPTER VII

UNDERSTANDING BASIC CONCEPTS: A FIRST ESSENTIAL

Terms - words and phrases - which are characteristically used to describe the gifted student and programs designed for him have, over the years, acquired many shades of meaning depending on the author's prejudices. This publication is no exception; it uses these same terms with a particular connotation in mind. Hence the following clarifications:

1. Gifted - those whose special abilities lie in the academic fields; whose performance is "consistently superior"; whose measured verbal I.Q. is 130 and upwards; who possess many of the characteristics described on page 15.

2. Academically Talented - those who are somewhat less academically gifted; whose measured I.Q. is 115 to 130; whose performance is consistently outstanding but not always superior.

3. Talented - those who possess unusual skill in a rather narrow field; whose performance in this field is consistently superior; e.g. the ability to perform on a musical instrument, or to do unusual art work.

4. Acceleration - when used in reference to a student, it may mean that he should advance a grade or that he is advanced in his knowledge of a particular area. Acceleration of a subject means that it has been transferred to a lower grade. For example, biology, traditionally a tenth grade subject, may be moved to grade nine.

5. Heterogeneous Grouping - refers to those groups where chance selection has been the basis for placing students in the group.

6. Enrichment - assignments which are generally on the same or slightly higher grade level as the student's regular work but not included in the established course of study for all students.

7. Seminar - a carefully selected group of academically talented or gifted students who have a scheduled program of varied experiences in addition to their regular curricular activities.

8. Ability Grouping - an organizational scheme which provides for a group of students of about the same general academic ability.

9. Quality (high) - may refer to level of teaching, level of student performance,or level of the classwork all of which are decidedly above the average. More specifically, high quality teaching is distinguished for its depth, more efficient learning, and variety of methods; student performance reflects a consistent pattern of high retention (85%) and corresponding change in behavior; and the level of classwork is appropriate for the grade or is above grade level, and is difficult enough to challenge the bright students.

10. Creativity - the characteristic of originality, of the novel in contrast with the average: that response which is related to the question or problem, yet is not the same kind of response which will be given by the typical individual.

11. Verbal Intelligence - that type of mental functioning which shows preference for verbal symbols: words and numbers. Performance is characterized by speed and efficiency.

12. Non-verbal or Performance Intelligence - that type of mental functioning which shows a preference for concrete situations or things. Performance is characterized by speed and efficiency.

13. Honors Class - a group of highly selected students. Honors classes have been organized in each of the five academic areas: English, foreign language, mathematics, science, social studies.

CHAPTER VIII

THE PROGRAM: THE GRAND DESIGN

The best program is the one which enables the largest number of gifted students to realize their fullest potential. From this premise, it follows that the program must provide for: (a) variety of significant learning experiences, (b) a high degree of flexibility, and (c) continuity from grade-to-grade if the maximum contribution is to be achieved.

Abington's program is organized with these basic criteria as an important guide. It is, for example, comprehensive in both grade scope and variety of activities. Articulation in procedures, instructional activities, and evaluation are maintained at grade and school levels.

Flexibility is built into the administrative and organizational pattern. The classroom teacher in particular has sufficient latitude to insure a meaningful program.

There is yet another approach to the generalized scheme. It is that of the various types of administrative provisions included in the plan. More specifically, the following:

1. Acceleration in Grade (skipping) - Acceleration of a student is among the oldest methods which schools have used to meet the needs of the gifted. It certainly is the simplest procedure and because of this fact, is frequently abused and overworked. However, this practice is a means through which we can motivate and sustain particular gifted students at certain times and under certain conditions. For example, take a highly gifted, mature student (I.Q. 135-140) with outstanding achievement in an elementary section of just average students. It might be better to accelerate such a student than for the teacher to attempt to meet his needs through enrichment and the acceleration of subject matter.

Satisfactory implementation of this provision can be facilitated through close observance of the following guide lines:

a. The student should spend the year in two grades; the entire grade should not be skipped completely except in very unusual circumstances.

b. Completing grades 1 and 2, or 2 and 3, or 4 and 5 in one year seems most plausible.

c. The student should be especially mature in his social development, have well-developed school work habits, a verbal intelligence quotient of at least 135-140, achievement in basic academic subjects at least 2-3 grades above his grade level, be free of physical conditions which may have adverse effects on him.

d. Parental understanding and approval is mandatory.

e. Teacher understanding and cooperation is absolutely essential. Teachers of each grade must agree to make adjustments in the curriculum which will enable the students to complete the essential basic requirements of both grades.

f. Acceleration should be limited to one elementary grade, and in unusual cases to one junior high grade. Terman's studies indicated that no apparent difficulties were evident with two years of acceleration in twelve years of school.

g. The student's scholastic record must show both grades completed.

h. The decision to accelerate a student should not be a hasty one, rather it should be made only after careful investigation and study of the student over a period of time.

2. Acceleration in Subject Matter - This means moving down in grade level unaltered course material which has been traditionally offered in a higher grade.

The current impetus to change the grade placement of course content has succeeded in destroying the sacred aura of grade placement which had been built around much of the traditional subject matter. This movement which began after twenty or more years of lag was the result of several forces operating simultaneously: the accumulation of knowledge especially in science; the influence of aggressive members of both the professional and lay communities (Admiral Rickover, for example); and a sense of national urgency for survival. As a result of much experimentation, it is now generally recognized that some of the present-day course content, either in whole or in part, can be offered successfully to students in lower grades, especially bright students.

Accepting this contention as a part of our basic philosophy, Abington's program now provides for biology in grade 9, chemistry I in grade 10, ninth grade science in eighth grade, algebra in eighth, geometry in ninth grade, and physics in grade eleven. Some of the course content in English, social studies, and foreign language has been placed in a lower grade. The latter courses, although open to almost all students from grades seven through twelve, benefit the gifted students more than their somewhat less able colleagues.

3. Ability Grouping - It should be recognized at the outset that grouping is an organizational device to enable teachers to plan more efficient and meaningful instruction. As applied to Abington, it refers to groups which are somewhat homogeneous based on multiple criteria. The group may be formed within a class, for a grade, or vertically for the entire school. At some grade levels this is more precise and rigid than at others. For example, in the elementary schools it amounts to a reduction in range (or modified homogeniety), while in twelfth grade honors English, the group would be very carefully selected and would exhibit a somewhat narrower range. This practice is preferred because of the difficulty at the elementary level of insufficient information on the student, the influence of many non-intellectual variables, and the importance of the social process.

In other words, homogeniety in the groups tends to increase as we move from level-to-level.

Types of Ability Grouping found in the Abington Program:

a. Multi-track - those organized around the various curricula: college preparatory, business, vocational, general.

b. Vertical - the practice of placing in groups those students who have about the same achievement but are in different grades.

c. Modified (reduction in range) - developing the groups by including the highest ranking students with those not so high.

d. Honors - highly selected academic groups at the senior high school level.

e. Partial - grouping for some subjects (reading, for example) but not all subjects.

f. Subject matter - the grouping which results from the selection of certain subjects over other subjects. For example, only the high ability students will elect foreign languages in the upper grades.

g. Accelerated - grouping as it applies to the junior high school - refers to highly selected groups in each grade 7, 8, 9.

h. Seminars - highly selected groups at the elementary level (grades 5 and 6) and at the secondary level (9-12), co-curricular in nature.

It is obvious that grouping accomplishes nothing by itself. The learning experiences, evaluation, and even the methodology must be differentiated according to the level of the groups. It is to no avail to group and then fail to carry out these essential ensuing steps.

4. Enrichment - Of all the provisions for the gifted, enrichment of course content is perhaps the most widely used. For this reason, it is perhaps one of the most debated issues in the program for the gifted, and at the same time something which is often a misrepresentation of the enriching process.

Enrichment does not mean more of the same level work. It does refer to activities which are extensions of the same or a slightly higher level of work and those which constitute new learning experiences which supplement the regular curriculum and ones which can be undertaken with a minimum of teacher supervision. It may also mean additional courses in both academic and non-academic fields, more materials (books, apparatus, art supplies), and an expansion of the extra class activities. In this context then, the student is gaining

in breadth and depth of subject matter. Or, as the NEA Bulletin states it: "Enrichment in whatever form is effective only when it provides for a broader scope of activities, when it challenges and encourages special interest, and when it fosters talent, creativity, and originality." 1/

5. Continuity of the Program - Sequential curriculum content, a series of grades and different teachers make a closely coordinated program essential if the learner is to profit fully from his experiences. This dovetailing of the many facets of the program becomes increasingly important as the student advances through the grades. Reading and vocabulary lists, science projects, curriculums, and activities in other academic subjects - all must fit into a meaningful program. Nothing frustrates a gifted child so much as repetition of work.

There are several preventative controls which can be applied to avoid these problems, some of which have been initiated in the Abington program. The following are not to be regarded as a panacea, some need further refinement. But they can contribute to a more effective program:

a. A scope and sequence (as applied to the gifted learner) for each grade.

b. More detailed curriculum guides in all subject areas.

c. Frequent conferences involving teachers of various grade levels and the staff.

d. Evaluation of subject content in terms of grade placement and ability level of the students.

e. Close scrutiny of the student response to curriculum content.

6. Curriculum Development - Maintaining the vitality of the curriculum for the gifted is an ever-pressing need. Their unique capacity for absorbing large blocks of subject matter in relatively short periods of time requires frequent and better curriculum planning. Their preference and need for higher and higher levels of abstraction, creative thinking and reasoning call for a vigorous, systematic, scholarly approach to the organization of learning experiences. Admittedly, this is no easy or routine task. It requires the best the staff can bring to the problem. But it is a job which ultimately must be done.

The approach to curriculum development used in Abington is essentially a twofold one. The first aspect involves the preparation of course outlines in the traditional sense (see Teaching the Gifted in the English Language Arts in Junior and Senior High

1/ Administrative Procedures and School Practices for the Academically Talented Student - National Education Association - 1960, p. 87

School and Teaching the Gifted in the Social Studies). The other dimension is much harder to define, but it is found in the spontaneity of the expert teacher; the learning experiences which are outgrowths of the on-going program and which she capitalizes on to help consolidate learning and sustain motivation.

There is no single answer to the problem of curriculum development. It is obvious that knowledgeable teachers, flexibility and a courageous spirit of experimentation are helpful prerequisites.

7. Methodology - How does one teach gifted students? Is it true, as some say, that they are easier to teach? Or, are they, as others say, harder to teach because they are more demanding? The clever teacher knows that gifted students respond best to a variety of methods: discussion now, independent study later; enough stimulating drill to insure the retention of the basic fundamentals of the course but not excessive amounts; the experience of argumentation and debate; assignments in large blocks, using broad issues rather than fragmented material; on occasion a prepared lecture; some visual aids which are designed to focus attention on something provocative; an absolute minimum of "practical" hand work; research designed to stimulate critical analysis rather than copying material. The list could be expanded further.

The answer to the questions posed at the beginning of this section is found in the approach or approaches used by the teachers. The stereotype teacher may find the gifted very difficult to teach because her students are not challenged; the imaginative teacher finds the horizons unlimited for her own intellectual stimulation and for her students.

8. Materials and Equipment - It goes without saying that good teachers are essential to a program for the gifted, but what about the access she has to materials and equipment with which she can enrich and advance her students? The next most important ingredient is that of the availability of worthwhile books and other published materials. It is little short of fraud to incorporate a program for the gifted with inadequate teaching resources. True, good teachers can improvise, but their capabilities will be limited in proportion to the extent of the number of books available. A well-stocked library is of the highest priority.

Not only must there be books for reference and reading, but the teachers should have available advanced textbooks which can be used to help her differentiate instruction. At the senior high school level these would include texts customarily used in the freshman and sophomore years of college.

9. Evaluation - Finally, there must be provisions for periodic appraisals of the program. Data obtained from standard tests including college board examinations together with samplings of parent and student opinion, follow-up of records made in college and the community, and a thorough objective analysis by the staff will provide bench marks

from which inferences and conclusions can be made. Evaluation is not a static process occurring at the end of prescribed periods, but it is an important part of the day-to-day program.

But these are only broad, general guide lines for a program. A higher degree of specificity becomes apparent as the structure of the programs at the several levels is studied.

CHAPTER IX

THE PROGRAM: THE ELEMENTARY SCHOOL PROGRAM

Over the years much has been written about programs for the gifted in the elementary schools. The controversy waged around such issues as: the self-contained classroom versus departmentalized organization; early identification and grouping versus enrichment as the best procedure to use with the gifted; and heterogeneous versus homogeneous groups. Some experts took the extreme view (and a rather unfortunate one) that it is impossible to sort out the gifted in the early grades, and therefore, no special provisions should be made for them. It is obvious that these are still highly controversial issues and that any resolution will depend on the circumstances involving the learner, the teacher, the total school community and related factors including the types of homes from which the students come.

In designing Abington's program it was felt that the program should include a variety of procedures, activities and points of view. Thus, within this flexibility, the nature and needs of the individual student or group could be considered in order to provide a more meaningful program.

1. Early Admission to Kindergarten - (see Chapter VI, Section 2, c, page 11). Although there is much good evidence to support the practice of admitting socially and intellectually mature children -- equivalent to the chronological age of 5 years -- to school early, there are practical reasons why this is not part of the Abington program. First, the age old question of being reasonably certain that each one studied is mature enough. Some students may not be, in which event there is the possibility of future difficulties; poor social adjustment, achievement lag, or outright frustration. Secondly, to examine and study all the cases that could conceivably come from 1,000 to 1,200 pre-kindergartners in a year would require an enlarged staff of psychologists. A third consideration is that of the ever-pressing need for space; kindergarten space is already at a premium.

There is an alternative which can help the young gifted student described above. It is acceleration in grade at some later time. After he has attended kindergarten for a period of time, the student can be studied and examined in the school setting; he can be subjected to an enriched program under the competitive conditions of the classroom. If the results indicate that he is truly gifted and it is felt that further retention at that level would not be in his best interests, placement can be made at the next highest grade. (For the proper procedures, see Acceleration in Grade, Chapter VI, Section 2, e, page 12).

At some time in the future, perhaps when classroom space is no longer a problem and testing techniques have improved, it may be necessary and wise to re-examine this policy. There is every reason to expect that gifted children (perhaps all children) will profit from the stimulating environment of TV, more children's books and magazines, and better educated parents. Also, a part of this problem is the difference in the faster maturation rate of girls as compared with boys. This may suggest a differentiated admission age to provide for individual differences.

2. Early Identification - Educational leaders have called our attention to the importance of identifying the gifted as early as possible. The inference in this is clear: a more stimulating program can be undertaken in the initial phases of the child's school career.

In order to implement this important phase of the program, the kindergarten teacher and succeeding ones will closely observe the responses of each child. If she has reason to feel that one (or more) is very bright as judged from his sensitivity to words (some can read before they enter school); his ability to deal with abstractions; the way he uses his vocabulary; his knowledge of social skills; his creativity -- the case should be referred to the school psychologist for a complete study (See referral form in Appendix A). Once the child has been identified as gifted, the following notation should appear in the anecdotal portion of the Permanent Record - "(name of child) has had an enriched and accelerated program."

Finally, in one sense, identification of the gifted is more or less a continuing process from year to year as is the process of re-evaluation. Both will help to insure a higher degree of selectivity and allow the so-called "late bloomer" to achieve a place in the program.

3. Acceleration in Grade - If the teacher finds that a child is unusually academically and socially advanced for his grade, she may want to have the committee (see Chapter VI, Section 1, f, page 10) review the case for possible acceleration. It should be pointed out, however, that a child will be accelerated only in unusual situations. Each year only one or two students out of the many studied meet the rigorous criteria.

If the decision to accelerate is reached, the teacher should give special attention to the child's reading program. A careful diagnosis of his needs (if any) in this subject is essential. If gaps occur because of the acceleration, they should be bridged as quickly as possible. But we must make an effort to be reasonably sure that the information and skills are essential to further progress.

4. Ability Grouping - In the early grades especially, grouping should not be inflexible - i.e. once a child has been assigned to a group, he can't be changed. Careful attention to the selection process will serve to reduce the number of children inappropriately placed.

The criteria for grouping students should follow as closely as possible those criteria outlined under identification. The lower the grade, the more inadequate the data on which to base the judgment; hence, the importance of flexibility and the increased weight placed on teacher observation.

a. Kindergarten, primary grades and those schools which do not have multiple sections per grade - teachers are encouraged to group the class according to ability within the classroom.

In the kindergarten, this procedure would be more appropriate toward the middle of the year and probably apply only to certain activities, especially those which relate more to the readiness program. Also, the kindergarten teacher will have less "objective" data on which to base her judgment and will have to rely more on her everyday observations. For example, the child's use of vocabulary, interest in words, amount of creativity, extent to which the child is individualistic, extent of social skills, and the ability of the student to deal with abstractions.

b. In grades one, two, and three, grouping within the classroom should be carried out in reading and wherever possible in spelling and arithmetic.

c. More formal sectioning in those schools having multiple sections per grade can be used effectively in grades 4, 5, and 6. Here again, care must be exercised to avoid too narrow a range in ability.

Students should be grouped according to the recommended criteria. Exceptions to this established pattern should be given serious thought before any change is made. Unless a group meets these standards, it should not be labeled gifted.

Once a decision has been made to group the students, the next step is the type of grouping to be used. Vertical grouping, for example, has particular appeal for those elementary school administrators who have only one section per grade and to those who believe in grouping according to achievement level in one or more subjects. There are some valid reasons why we should challenge the wisdom of this procedure. Foremost is the resultant effect on students when they are placed in groups with a wide range of chronological age. If this range is held to a minimum - perhaps not more than two years, the plan might be more acceptable. The question also must be raised relative to the disruption in school routine when the students go to their groups, the stress on young children to adjust to a variety of teachers and similar matters. Some districts, however, have found this method of grouping advantageous.

On the other hand, partial ability grouping for certain subjects within the classroom will enable the teacher to achieve the advantage of less heterogeneous groups without the disadvantage of a wide spread in the chronological age. Furthermore, the teacher with her own class can be more flexible with the group membership.

5. Enrichment - It has already been pointed out that enrichment is the most frequently used practice to meet the needs of the gifted. Experience has demonstrated that there are a variety of ways to implement enrichment. These can be used interchangeably depending on the teacher's goals and skill. A brief review may assist in understanding the administrative and organizational aspects of this provision.

b. The gifted students are allowed to work through the course material as rapidly as possible, being held to periodic examinations and review. When the basic curriculum has been covered, the teacher provides the students with supplementary units which extend the students in both breadth and depth.

c. In other situations, students are not held responsible for the standard curriculum. Their entire program is enriched through special projects which are completed at their own pace or at a time specified by the teacher. This procedure is best adapted to homogeneous groups.

It is well to repeat that the appropriateness of the enrichment will depend on the teacher's ability, knowledge, and skill in terms of the needs of the students. There is evidence that much so-called enrichment is repetitious, contributing nothing to the students' intellectual growth. Part of the problem also is the access the teacher has to new ideas and instructional materials.1/ Obviously, these avenues must be kept open if the teacher is to enrich her own storehouse of ideas.

A sampling of specific enriching techniques may serve to focus attention on the kinds and level of the activities.

a. Leadership in classroom discussion. The students would have to have a more extensive background and be able to verbalize it coherently.

b. Preparation of <u>original</u> graphs, diagrams and charts through which they would interpret information.

c. Demonstrations of particular units as in science.

d. Preparation of a research report in a subject area beyond the level of the regular students.

e. Supplementary reading at the student's independent reading level. He should have an opportunity to have this checked via some written questions or through a discussion with the teacher.

f. Dramatization - writing skits and short plays through which events, ideas, and feelings could be interpreted.

g. Editing a school or class newspaper. Care should be exercised to avoid the routine assignments which all too frequently are given to gifted students.

h. Conducting interviews with leading personalities in the community. The students should be responsible for composing the questionnaire.

1/ See <u>Kindergarten Curriculum Guide</u>

i. Making community surveys in connection with a social studies project. As in the above, the students should be responsible for developing the questionnaire as well as making the actual survey.

j. Art and music beyond the regular students. This would include instruction beyond the regular program.

k. Independent Reading - beyond the supplementary reading suggested above. The student with the teacher should develop an independent reading program.

l. Plan and conduct assembly programs on both intellectual and amusement levels.

m. Special requirements in note taking and outlining.

n. Seminar groups within the classroom.

o. Field trips to museums and places of historical significance over and beyond those which would be taken by the regular group.

p. Extra-curricular activities - certain kinds of clubs: a science or mathematics club, a library club which would have expanded library privileges.

q. Seminars - see Chapter XV, page 47.

CHAPTER X

THE PROGRAM: THE JUNIOR HIGH SCHOOL PROGRAM (GRADES 7 AND 8)

In this era or transition in our organizational pattern from the K 6-3-3 to the K 6-2-2-2, or perhaps the K 5-3-2-2, many basic issues relative to our total educational program will have to be forged from daily experience. What, for example, will be the internal organization of these grades - modified core, multiple periods, single or differentiated curricula? Will this organization provide a fertile field for experimentation? Under these conditions how should one describe a program for the gifted in these grades?

It seems likely that the broad provisions of the program for the gifted (acceleration, grouping, and enrichment) will continue to be the vehicles for adaptation to the needs of the gifted. Flexibility and a variety of activities will augment and enhance the foregoing at this level as is the case at other levels. But just how can or should one group the students now that there are just two grades? Is vertical grouping more feasible under these conditions of only two grades in a single unit? Will individual scheduling help the student realize more completely his maximum growth? Experimentation could give us answers which are not now available.

1. Acceleration in Grade - Although subject matter becomes somewhat more demanding at this level, it is possible that some students could be served best through an acceleration of a half grade. Procedures outlined under Chapter VI, Section 2, e, page 12 should be followed.

2. Acceleration of Subject Matter - It is clearly evident from movements already in progress that certain subject matter will be assigned to lower grades. Even now, beginning foreign languages, mathematics (algebra and geometry) and science (biology) have been moved from the senior high school to the junior high school years. It is possible that the end is not yet in sight as the social studies and English subject matter committees take a long, hard look at their course material. This total movement will serve to enrich the junior high curriculum and in the end will advance the education of the gifted.

3. Ability Grouping - In these grades, grouping will take on a twofold aspect for the first time. First, there will be those groups which will be formed because of course selection; for example, those taking foreign language and those not electing a language. From some points of view, a multiple track curricula program has much to commend it. Students can be grouped into areas where they will likely have the most interest and ability. The child development specialist on the other hand believes this type of segregation for this age group is contrary to satisfactory social development. A compromise between the two extreme views provides for grouping the gifted only; all other students are assigned alphabetically according to their course choices, if any. Other measures can be taken to off-set the possible harmful effects of highly refined groups: combining the various abilities in English and social studies, heterogeneous grouping for all non-academic activities such as music, art, homeroom, etc.

The second facet of this twofold grouping arrangement will be those groups which are administratively organized to provide for greater homogeneity. At this level, in this new type of school, what degree of refinement should be used in establishing these groups? Should they follow the pattern of the elementary school or the greater selectivity of the secondary school? This, among many other problems, should be considered in the initial planning for this school unit.

4. Enrichment - Although enrichment practices may have the same titles at various levels within the school system, creativity, quality of the work, maturity, and higher scholarship should become increasingly evident from level to level.

   a. Foreign language study - The addition of another academic subject in these early grades will strengthen immeasurably the student's program. The challenge of new cumulative subject matter will serve to motivate the student toward greater utilization of his potential.

   b. More individual research projects - The gifted eleven or twelve year old is often mature enough to undertake research problems in both the verbal and science areas with less dependence on teacher supervision. In some instances this kind of pursuit may be substituted for class attendance.

   c. More extensive reading - Having developed his reading skills to an independent level, the gifted student can undertake a greatly expanded reading program. This should be partly directed by the teachers and partly self-initiated. Choice of material will vary with individual students. Teachers must concern themselves with the various interests of the gifted. If he is rushed too far too fast into advanced reading material, it may only serve to dampen the natural enthusiasm for reading. In addition, there should be some opportunity to discuss the content with the teacher or with other gifted students.

   d. Increased attention to writing, including creative writing of both prose and poetry and to correct oral presentation should have high priority in the educational scheme for the gifted student. Both of these areas can be developed through effective teaching, and because both are so important in the later life of the gifted student, a developmental program should be undertaken early.

   e. Educational Television Program - As this medium is developed, it is likely that more programs on regular channels and UHF will become routine. In any event, the teacher should not overlook the possibilities for enriching her course through various TV programs related to the class work.

   f. Art and music should supplement an academic program for those who are interested; an advanced program for those who are talented. Instruction may come from the school staff or from private teachers subsidized by the parents.

g. Extra Curricular Activities - Clubs which have a creative and intellectual theme as their goal should be available.

h. Designing more complex and creative ways of representing data (charts, models, graphs) should be basic to each course.

i. Opportunities for more advanced projects in Industrial Arts, especially in the design aspects, should be available for the talented student.

j. Participation in contests such as a science fair.

k. Utilizing the training programs sponsored by the Academy of Natural Science and the Franklin Institute.

l. Assembly program management - developing and staging various assembly programs.

m. Opportunities to begin exploring the world of work and advanced training. Se hapter XIII on Guidance for the Gifted, page 41.

CHAPTER XI

THE PROGRAM: NORTH CAMPUS HIGH SCHOOL (GRADES 9 AND 10)

There are many valid arguments for an organization of grades 9 and 10 into a separate administrative unit. One of the most trenchant is the flexibility in subject choice and curriculum offering which will benefit especially the ninth grade gifted student who for too long has been the victim of a narrow "block" schedule.

In this new program, for example, it will be possible to individually schedule students, a broader subject offering will be available with the larger enrollment, and students can be assigned to subjects more in keeping with their interests as well as their ability levels. Judging from preliminary plans, the curriculum organization of this level will be strongly centered in subject matter following the pattern of the senior high school; the subject department concept will be maintained. From the standpoint of the curriculum every effort will point to educational experiences which will provide both depth and breadth.

The advantages to accrue from the new intermediate high school are not alone in the field of curriculum offering and administration. New dimensions in the organization of instruction will bring innovations designed to make the maximum use of the teachers' talents and to provide for more efficient learning. Large group and small group instruction in large group and seminar rooms are a part of the basic design of the building. Team teaching would be a natural corollary of these facilities. A well-planned library, laboratories for the sciences, earth and space science, biology and chemistry, rooms for art and music, the practical arts and home making, and an athletic plant will provide unique opportunities for learning in a number of different environments.

Although new in plant design and forward looking in instructional possibilities, it is expected that the program for the gifted will have variations on the typical provisions which characterize most programs.

1. Acceleration in Grade - It isn't likely that any student will skip grades at this level. Subject matter can be made sufficiently challenging for all except the exceedingly rare genius type.

2. Acceleration of Subject Matter - Already references have been made to the acceleration of subjects. In the intermediate high school geometry and biology (or earth and space science) will be offered in grade nine, additional foreign languages will now become available to a larger number of gifted students; we can anticipate revisions in the social studies offering. Already the English department chairman and some of his staff have organized some ideas and procedures which are embodied in their publications: Creative Writing and Teaching the Gifted in the English Language Arts, Junior and Senior High School. Students in grade ten will have the advantage of the equivalent of second year algebra and chemistry. As the recent changes in the curriculum are more fully integrated into the program, and as evidence of success is accumulated, further changes can be expected.

3. Ability Grouping - All college preparatory academic subjects will provide for grouping according to ability. Special Honors groups will mean greater homogeneity for the gifted. Vertical grouping (combining gifted students from grades 9 and 10) may be desirable in some instances especially where there are too small enrollments from any one grade. (see Chapter XIV, page 44)

Until a more satisfactory set of criteria is developed, those outlined in the early chapters of this publication should serve as the guide.

4. Enrichment - The broader curriculum offering envisioned for these grades will in itself serve as enrichment, perhaps the most intellectual and academic of all the student's experiences. Yet, this may not suffice for the particular needs of some students. The teacher will need to supplement the regular course work with additional activities both academic and non-academic.

a. More extensive reading assignments in all academic areas.

b. A higher level of creative writing. More opportunities to write for publication in class or school publications.

c. Individual creative projects in all fields of learning.

d. Extensive use of art, music, industrial arts for their creative and exploratory value and the contribution they can make to a well-rounded personality.

e. Community studies of resources and history.

f. Special subject matter, clubs, or societies: in the foreign languages - Spanish, French, German, Latin, Russian; mathematics, science, creative writing, philosophy, political science.

g. Independent study - the procedure which allows the individual student latitude to be excused from class attendance for the purpose of developing his own study schedule, projects and methods of evaluation.

h. Radio, television, dramatics, workshop - the intermediate high school will provide unusual physical facilities for exploratory educational experiences in these areas of the arts.

i. The humanities and creative seminar programs.

j. The Saturday programs at the Academy of Natural Sciences, Franklin Institute, Philadelphia Museum of Art, Moore School of Design, Philadelphia Museum College of Arts, or Curtis Institute of Music. Parents of gifted in special cases might be encouraged to supplement the school program with a Saturday program at one of the institutions listed.

k. Broader experiences in learning from programmed materials and various teaching devices: tapes, records, films, filmstrips, and models, opportunities to record and play back speeches and readings to improve vocal diction, meaning, and organization of ideas.

5. Early Admission to College - Although this is a way to accelerate a student's grade standing, the issue is of sufficient importance to justify a separate discussion.

During the 1950's, and to a limited extent in recent years, a few colleges admitted a small number of very bright students who had completed tenth grade. Subsequent follow-up studies revealed both weaknesses and strengths in the program. In short, acceleration of two years from tenth grade to the college freshman year can be devastating to immature, socially inadequate, poorly organized fifteen year olds, irrespective of their intellectual giftedness. On the other hand, the reverse of this was also true. Socially competent, well directed and organized young adolescents could bridge these grades without obvious difficulty. Thus, there is no clear-cut answer to this question. The decision to have a student undertake this program must be made in the light of a number of factors, some of which are referred to above. Other questions might well include: What is the purpose of the acceleration? What are the feelings of the parents? Is the college selection determined by this early admission policy or because it offers the most appropriate kind of education?

6. Abington Summer School Program - Several offerings in the summer school program would also serve to enrich the education of the gifted. Developmental reading, study skills, personal typing, art workshop, and other subjects which are aimed at broadening the student's horizons and improving his skills are readily available.

7. Student Schedule - Each gifted student is expected to carry a full schedule (five majors) of academic work each year.

CHAPTER XII

THE PROGRAM: SENIOR HIGH SCHOOL (GRADES 11 AND 12)

Programs for the gifted over the years have frequently been considered synonymous with the upper senior high school grades. To some, higher scholarship begins at this level; program innovations are thought to be more appropriate for these grades. This manual which represents the collective views of many of our staff, presents the Abington program as a continuum from the elementary school where a sound scholastic foundation must be established, continuing with increasing emphasis in depth, scope, and variety and terminating with the twelfth grade.

Note: For a more detailed outline of the senior high school program, the reader is referred to the publication entitled - A Program for the Gifted Student in the Abington Senior High School - 1961 - by Dr. Carl J. Manone and Dr. Allan Glatthorn.

It will not be necessary to reproduce completely the detailed program described in the above publication. It will suffice for purposes of continuity to include only the major provisions.

1. The Honors Program - Carefully selected students are given the opportunity to study together in separate groups in each major academic area. A student may elect one, two, or in special cases, three honors subjects.

   The depth and scope of the course material is considerably above that of the regular college preparatory classes. In twelfth grade, the work will parallel the freshman college level and in some subjects is the Advanced Placement Program. All senior honors classes will be upgraded to the Advanced Placement level as rapidly as feasible.

   The honors program provides for both enriched and accelerated subject matter. It is the focus of the program for the senior high school grades.

2. The Seminar Program - The education of our students can be greatly enhanced through a program which enables them to associate with some of the outstanding expert and talented men and women of the greater Philadelphia metropolitan area. Specialists in every field of human endeavor can be secured from this immense reservoir. Lectures, demonstrations, research, discussion, and critical evaluation are all vehicles through which the seminar program can be advanced. (See Chapter XV, page 47)

3. School Clubs and Activity Groups - Many different voluntary groups of students are organized around centers of interest. Although these are open to all students, the gifted find in them sources of enrichment in areas of knowledge, human relationships and leadership.

4. A Diversified Curriculum - The gifted student can literally choose from among over one hundred different courses. For the talented musician there is theory and harmony and orchestra; the artist can

pursue his own projects under the supervision of a professional artist; the mathematician can elect calculus (Mathematics VI); the foreign language major can pursue his talent in conversation, make tape recordings, listen to the recordings of people speaking their native tongue; vocational shops offer opportunities for the student's versatility and creativity in many areas.

5. Leadership Training Workshops - Each year the student council in conjunction with area student councils meets to groom present and future leaders.

6. College-High School Cooperative Activities - Several possibilities exist in this area:

   a. Combining high school and college study. If a high school student completes his advanced courses by the end of the eleventh year, arrangements frequently can be made for courses with area colleges.

   b. If the student wishes to supplement his high school program with late afternoon or Saturday classes, a schedule might be possible.

7. Teacher Exchange - This program has not been fully explored in the Philadelphia area but offers interesting possibilities. In essence, it provides that college teachers exchange places for a year with high school teachers in one or more courses. In this way representation of college and high school points of view is possible.

8. College Teachers as Consultants - In this program college teachers with depth of knowledge in their field, understanding of curriculum and the high school age group serve as advisers to the high school academic departments. Together they develop subject matter content, reference materials, implications for logic, sequence, pacing, level, and evaluation procedures.

9. Advanced Placement Program - An earlier reference has been made to the Advanced Placement Program in the discussion of the Honors Program. The Advanced Placement Program is sponsored by a group of colleges as one way to enable high schools to deal more effectively with the education of their gifted students. The details including the examinations are administered by a committee consisting of representatives from high school, college and the College Entrance Examination Board.

Briefly, the program makes it possible for high schools to offer the typical academic subjects at the college level. Examinations developed by committees are administered and scored through the College Boards. Depending on the score and the policies of the colleges, a student may benefit from this program through either of the following ways:

a. Advanced placement without credit with no reduction in the number of credit hours required for the bachelor's degree.

b. Advanced placement with credit which would reduce the number of college credit hours for a degree. The student could then begin graduate work earlier.

10. Early Admissions to College - As discussed under the provisions at the intermediate high school level, highly gifted and mature students who have completed tenth or eleventh grade may be accepted by some colleges. However, as the advanced placement program becomes better known and more widely accepted, there will be less need for the early admissions program.

11. Early Completion Program - Just how advantageous it would be to have a student accelerate his high school program by a full year (or more) is a moot question. Generally, the needs of the gifted are adequately served through a full twelve year program. But, exceptions do occur and a comprehensive program should make provisions for them.

12. Study Abroad - To the gifted there is no single approach to satisfying the ever present urge to learn. Foreign study offers new and exciting opportunities to study the language, history, customs and geography of other peoples. Although available to all students who qualify, this program affords the gifted especially a unique addition to that of the traditional school.

Abington High School at present recognizes through appropriate credit three different aspects of this program:

a. The Student Exchange Program - A qualified student (or students) may be selected to study in the Kant Gymnasium in Berlin, Germany and at the Lily Braun Schule.

b. A year of study abroad by students not a part of the exchange program. The same regulations as indicated above apply also to this category.

c. Summer study abroad - There are two possible ways this may be pursued:

(1) As a member of an organized tour conducted by a member of the senior high school history department.

(2) Study at one of the foreign institutes or universities undertaken on the student's own initiative.

13. College Summer Programs for Gifted Students - From the original impetus of grants to colleges by the National Science Foundation has emerged a wide variety of summer study programs. Many gifted high school students have found them sources of stimulation for more extensive study in addition to contributing to new perceptions of knowledge.

14. Educational Television and Radio - Courses of college level are frequently offered on regular broadcast channels or on UHF. By satisfying the requirements specified by the high school, a student may upon successful completion of such a course secure high school credit.

15. High School Level Summer Programs - Abington High School each summer offers six weeks of selected advanced courses and courses designed to enrich the student's general background. Gifted students should be encouraged to make profitable use of their summer vacation either in study or employment.

Other high schools and institutes offer valuable summer study opportunities which may be of interest to our able students.

Note: All programs undertaken outside of the senior high school for which high school credit is desired must be approved in advance by the principal and curriculum coordinator. See A Program for the Gifted Student in the Abington Senior High School.

CHAPTER XIII

THE GUIDANCE ROLE IN THE EDUCATION OF THE GIFTED

The decision to include in this manual a separate section on the relationship of guidance activities to the education of the gifted is not predicated on any difference between guidance for the gifted and that for all other students. This position is reinforced by the following quote: "The school that wants to develop an individualized program for the guidance of talented youth must first provide guidance services for the entire school population." - Guidance for the Academically Talented Students - National Education Association, 1961. The purpose of this section then, is to focus attention on the ways by which guidance counselors along with teachers and others can assist the gifted student to realize more completely his true potential.

Our guidance philosophy accepts the uniqueness of each individual; his ceaseless struggle for identification, for security; his need for self-expression and self-fulfillment; his desire to understand his world and his destiny.

To help provide the necessary environment for this growth and maturation, guidance counselors working within the context of a public school system systematically endeavor to: (a) help the student to evaluate himself, (b) help him to develop the ability to integrate his personal resources with the forces of his society, (c) help him orient himself to his future role as a mature adult, (d) help him select programs appropriate to his interests, ability level and goals.

Specific Guidance Functions and the Education of the Gifted

1. Identification - The counselor must work with the total team - teachers, principals, psychologists to accomplish the thorough job of identifying all those who are really gifted. This responsibility involves a knowledge of tests and their limitations, of other techniques which will help to identify giftedness. In back of this obviously is the conviction that counselors have an unusual role in discovering talent and in turn of enabling the student to discover himself. They should expect to serve on committees, to weigh evidence of giftedness, and to make decisions regarding the appropriate education for this student.

2. Helping the Student to Understand the Nature of His Abilities - Possessing a good mind does not necessarily lead to self-understanding nor to compatibility with one's peers. Giftedness varies in its numerous dimensions; some kinds are more verbal, others are analytical, still others have an unusual talent combined with creative genius. The counselor is in a unique position not only to assist the individual with self-discovery but also to help him understand the applications of his abilities to the demands of his environment.

   After the counselor has made a tentative analysis of the student's abilities, the next steps include:

a. Personal interviews including the parents.

b. Group guidance activities to help promote self-understanding and to provide information.

c. Bibliotherapy - utilizing the biographies of famous people.

d. Recommendation that the student get broad and varied experiences in co-curricular and out-of-school activities.

e. If the student happens to be from a home where the parents depreciated or rejected education, the counselor should try to influence the attitudes of the student and his parents through counseling and by bringing him (and them) into contact with outstanding people in the community. If money is a factor in this family, it may be necessary to help the student seek funds with which to further his education.

f. As far as feasible, assign the students to teachers who can stir them to want to learn.

3. Parental Understanding - Many times parents fail to understand the particular nature of a gifted child. The counselor should try to assess the understanding and tolerance of parents and siblings, and undertake remedial measures where there is misunderstanding or resentment. In turn, the student often must be taught how to manage his ability in the family setting and elsewhere.

4. Vocational Goals - The vocational as well as the educational aspirations of the student should be carefully assessed. If he seems to be aiming for a job below that which would likely fail to challenge him, efforts should be made to explore those more in keeping with his ability. However, efficient use of ability is not all; possibilities for happiness of the individual should not be overlooked.

5. The Plight of the Underachievers - No doubt one of the most disturbing of the many disturbing problems in education is that of those "who can but don't." The counselor must be charged with this responsibility as if it is one of his missions in life. Every effort must be directed to salvaging as many of this group as possible, and the attack should be undertaken as early in the grades as possible.

The counselor working with high ability underachievers must know the symptoms,[1/] their origin and nature and from this make hypotheses concerning a diagnosis, a prognosis and a remedial plan of action. Many underachievers exhibit emotional problems of varying intensity. Because of this, the counselor should be prepared to work with the student over a long period of time if necessary and to see that he gets additional help (therapeutic and educational) when it is indicated.

1/ See Guidance for the Underachiever With Superior Ability - U. S. Office of Education - 1961.

6. Supervision of Records - All scholastic records should indicate the extent of the student's participation in the program for the gifted. Particular attention must be called to the importance of recording on all transcripts the extent of participation.

7. Evaluation - Evaluation of the program comprises a part of the counselor's role. In conjunction with other staff members, this includes: (a) an evaluation of the total program for the gifted, (b) an evaluation of the students and their programs, (c) an evaluation of the parents and their programs for the child, and (d) self-evaluation by the counselor. Only through frequent examination of our activities in terms of our goals can we be sure that we are moving in the appropriate direction.

CHAPTER XIV

GROUPING IN THE SECONDARY SCHOOLS[1]

The Abington schools are strongly committed to providing the best education for all children. Inherent in such a commitment is a strong belief that each child should work in an educational environment most conducive to all phases of his development. Such an environment will vary depending on the nature of the learning activity. Indicated below are four major patterns of grouping, operative in the Abington schools, which are designed to promote a high level of intellectual and personal development in all students.

1. Grouping Without Regard to Ability or Performance:

One of the chief advantages of the comprehensive public school is that pupils have an opportunity to work, study, and associate with youngsters representing a true cross-section of American democracy. Consequently, in all advisor rooms (homerooms) pupil activity programs such as clubs and assemblies, and in non-academic learning areas, an attempt will be made to group students without regard to scholastic aptitude and performance.

2. Grouping According to Ability and Performance:

In such academic areas as English, mathematics, science, and foreign language, the native ability, the achievement, and the interest of the pupil all have a significant bearing on the ease and speed with which he learns. Learning for the class takes place with greatest effectiveness and efficiency when the members of the class are somewhat similar in ability and achievement. Also, the learner has a better chance to reach his fullest potential when he is with pupils of similar ability and achievement. In such academic areas, pupils will be assigned to the type of class where the professional staff feels they can best succeed. Such class groupings are organized to facilitate instruction; they in no way stigmatize the pupils, nor do they confer upon him special status.

3. Grouping the Slow Learner:

On all three secondary school levels (grades 7-8, 9-10, and 11-12), students who in the past have experienced considerable academic difficulty will be given a schedule which is designed to reduce scholastic pressures and to provide for more individual instruction. The students will spend approximately half of the school day in basic academic areas with a single teacher. The classes will be small, and emphasis will be given to challenging each student at his present level of learning.

The other half of the school day will make provision for the students to take elective subjects that are consistent with both their interests and their scholastic achievement. In these elective areas, the students will be grouped with classmates who have selected similar subjects.

[1] Taken from Assistant Superintendent's Bulletin, March 10, 1960

Admission to the program, which is generally known as the General Studies Program, is done entirely on an individual basis. The school principal, counselor, and General Studies teacher work closely with the student and his parents in the development of an individualized schedule and program of study.

4. Grouping the Rapid Learner:

Academically able pupils in grades 9-12 with high scholastic attainment may be invited to enroll in Honors classes offered in those academic areas where there is sufficient enrollment to warrant forming classes of this kind. Honors classes will typically differ from regular classes in pace, breadth, and depth. Membership in these classes will be noted on all college transcripts. Students who are successful in these Honors courses should be especially well prepared for special examinations like the College Entrance Examination Board Advanced Placement Examinations, which, for the most part, are taken by qualified twelfth grade students. Most colleges offer advanced placement and/or credit to students who do well in these examinations. Other enrichment and advancement opportunities - such as summer classes, special interest groups, seminars, and individual research projects - are made available to pupils at all grade levels as the need arises.

GUIDELINES FOR GROUPING

The assignment of a pupil to a given group will be made by teachers and counselors who are in a good position to evaluate the student's ability and performance. The decisions they make will be influenced by the following guidelines:

--Standardized tests of aptitude, achievement, and general intelligence provide rough measures that can be of use. They are not infallible guides. Several scores will probably give a more reliable indication than any one score. Reading ability is important in English, science, social studies.

--Actual classroom achievement and performance as revealed by report card grades and teacher recommendations, give clear indications of what the pupil has done in the past, and are reasonably reliable indications of what he is likely to do in a similar subject in the future.

--BUT--pupils, teachers, and conditions change. Watch for the pupil who is developing slowly, or one who has successfully overcome a learning handicap and is ready to fly, or one for whom conditions have worsened.

--Pupil interest and motivation are important. BUT be sure it is genuine, not an ephemeral fancy nor a parentally-induced desire to take a "status" course.

--Our objective in general is to place pupils in courses and with classes where they can succeed and profit. But pupils also need to know challenge, competition, the stimulation of superiors, and occasionally the impact of failure.

--Although the term has been abused, the concept of "the whole child" is crucially important in making any decision about sectioning or grouping. You are not dealing with an IQ score or a reading level, but a flesh-and-blood pupil with all kinds of quirks and strengths, hopes and frustrations. Look beyond the scores and find the child.

CHAPTER XV

THE SEMINAR PROGRAM: MODEL FOR ENRICHMENT

Flexibility in programming and a variety of learning opportunities - hallmarks of organizational schema for all students and especially the gifted - can be effectively combined in the seminar program.

Since 1958, Abington has been developing the seminar technique in various areas. Initially, the programs were confined to topics in science and mathematics for carefully selected gifted students in grades nine through twelve The programs were held once a week in the evenings throughout most of the year. Speakers and consultants from a vast reservoir of knowledgeable specialists in the metropolitan area served without remuneration. Gradually this type of program was expanded to include seminars for gifted sixth grade students and a program in the social sciences paralleling the science and mathematics.[1]

Following an evaluation of six years of experience with this basic program, the seminar concept was built into the regular school day. Science and Humanities seminars were added to the curriculum in both north and south campuses of the high school. The following quotation from the Curriculum Guide reflects the degree of commitment to this new approach:[2]

Science and Humanities Seminars:

> "Provides an opportunity for talented, creative, and able students to pursue special interests, investigate research problems and work on independent projects in the areas of science and the humanities. Individual conferences will enable the professional staff to give guidance and direction to the individual efforts of the student. Small group discussions in class will make it possible for the student to share his experiences with his classmates and in turn profit from their work. Several large group sessions, utilizing consultants from the community, will also be scheduled."

At the elementary level, the seminars were opened to all students with special emphasis given to further research and discussion by the academically talented students who might be especially interested in particular programs.

Throughout the years, the broad aims of the seminars have been the same: to enable students to feel comfortable with the seminar technique, to bring young minds to a greater realization of the areas of knowledge, and to motivate students as the result of associations with experts in many fields of learning.

Although the concept of a seminar brings to mind a particular format, the methodology used in this program has varied somewhat with the subject matter and speaker preference. While the lecture and discussion are the most frequently used method, demonstrations, experiments, films, visual aids, and field trips have also been employed with desirable effects. It is obvious that

1/ Abington Seminar Program, 1958, by Evelyn Lenner, Science Specialist and Consultant on the Seminar Program, Abington Township School District, Abington

2/ Curriculum Planning Guide for Secondary Schools, School Year 1964-65.

people learn through a variety of media. It is equally obvious that learning is directly related to motivation; hence considerable attention has been given to developing different types of presentation.

The Abington Seminar Program for Gifted Students has been in operation for six years. During those years the lives of several hundred boys and girls have been enriched by the teachings of many men and women who are outstanding in a variety of disciplines. The common conclusion is that this rich supply of talent should not go untapped. In the future, we need a strong commitment to the improvement of a variety of techniques, including the seminar. Teachers and administrators must see that, while the textbook and the traditional classroom are important, they may be quite infinitesimal in the student's vast learning arena. So varied an undertaking calls for coordination of effort; it calls for a high order of administrative leadership; in transmitting to teachers a sense of security in their roles as initiators of learning experiences, in the motivation of the staff, in scheduling, and in maintaining a balance between the regular school program and among the extensive resources in our community.

A P P E N D I X

Form 1

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

PROGRAM FOR GIFTED STUDENTS

Date_____

(Forward this form to the Township Coordinator)

Request for Additions, Modifications, Deletions in the Program for the Gifted

To: Review Committee, Program for the Gifted

From:

Description of Request:

(Note: Outline in detail the nature of the change and the reasons for it.)

Signature_____
Principal/Department Chairman

Appendix A

Form 2

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

PROGRAM FOR GIFTED STUDENTS

Request for the Acceleration of a Student

(This form is to be forwarded to the Township Coordinator)

Name_____ Date_____

School_____ Birthdate_____ Grade_____

Pertinent Data:

1. Intelligence Tests:

I.Q. L.___N.L.___ Date_____ Grade____ Test _____
I.Q. L.___N.L.___ Date_____ Grade____ Test _____
I.Q. L.___N.L.___ Date_____ Grade____ Test _____
I.Q. V.___P. ___F.S.___ Date_____ Grade____ Test _____

2. Achievement Tests:

	Grade___	Date___	Grade___	Date___	Grade___	Date___
Reading Gr. Pl.	_____		_____		_____	
Arithmetic Gr.Pl						
Language Gr. Pl.	_____		_____		_____	

3. Latest Teacher Marks:

Major Subjects	Elementary Grade___ I.	G.	Secondary Grade___
_____	___	___	_____
_____	___	___	_____
_____	___	___	_____

4. Other evidence of superior performance_____
_____

5. Student's rank in present grade based on I.Q., teacher marks, achievement tests:_____

Approval:

Teacher's Recommendation _____
Signature

Principal's Approval _____
Signature

Approval by Student Selection Committee _____
Township Coordinator

SCHOOL DISTRICT OF ABINGTON TOWNSHIP
Abington, Pennsylvania

PROVISIONS - FOR - GIFTED - STUDENTS - IN - ABINGTON - SCHOOLS

	LEVEL OR GRADE			
Provision	Primary 1-2-3	Intermediate 4-5-6	Junior High School 7-8	North Campus High School 9 & 10 South Campus High School 11 & 12
I. ACCELERATION IN GRADE	Students are accelerated (skipped) in grade when this is in their best interest.			
II. ACCELERATION IN SUBJECT MATTER	Students read earlier. Students do advanced reading. Students begin formal number work earlier.	Students do advanced reading. Students do advanced mathematics. Students do more advanced research in social studies. Students do more project work in science.	Students begin foreign language study in grade 7 or 8. Students study algebra in grade 8. (Math 8) Students do more advanced projects and research. Students do advanced reading. Students elect earth and space science in grade 8.	Students in English experience increased emphasis in creative writing, critical analysis, vocabulary, and correct expression. Work is at college level in grade 12. (Honors; Advanced Placement) Students are expected to increase their reading in scope, level and speed. Work is at college level in grade 12. Students in language do advanced translation and analysis, vocabulary, improve in oral expression. Work is at college level in grade 12. (Honors; Advanced Placement) Students may elect advanced biology. Chemistry is offered in grade 10. Advanced Chemistry - Advanced Physics are offered. Students elect mathematics analysis including advanced algebra, trig, solid geometry and calculus in grade 12. (Honors; Advanced Placement).

Appendix C

PROVISIONS - FOR - GIFTED - STUDENTS - IN - ABINGTON - SCHOOLS

Provision	Primary 1-2-3	Intermediate 4-5-6	Junior High School 7-8	North Campus High School 9 & 10 South Campus High School 11 & 12
II. ACCELERATION IN SUBJECT MATTER (Continued)				Students elect biology in Grade 9 Students elect Humanities Seminar Students in social studies do advanced reading, critical evaluation of issues in politics and economics, advanced research. (Honors; Advanced Placement) Students elect advanced chemistry during summer school. Students may elect college courses under cooperative program.
III. ENRICHMENT	Students do extensive and independent collateral reading. Students do elementary research on problems close to them; the community, etc. Students make collections: shells, etc.	Students are encouraged to have a wide range of experiences. Students do extensive supplemental reading. Students do supplemental mathematics. Students do supplemental science and social studies.	Students do more extensive reading. Students do more extensive research Students do supplemental work in mathematics. Students do supplemental work in science. Students do supplemental work in social studies.	Students participate increasingly in forums, debates, contests. Students do more extensive reading. Students do more research of an independent nature. Students do more experimentation in the science area. Students do more supplemental work in mathematics. Students make increasing use of art and music. Students participate in many school activities.

PROVISIONS - FOR - GIFTED - STUDENTS - IN - ABINGTON - SCHOOLS

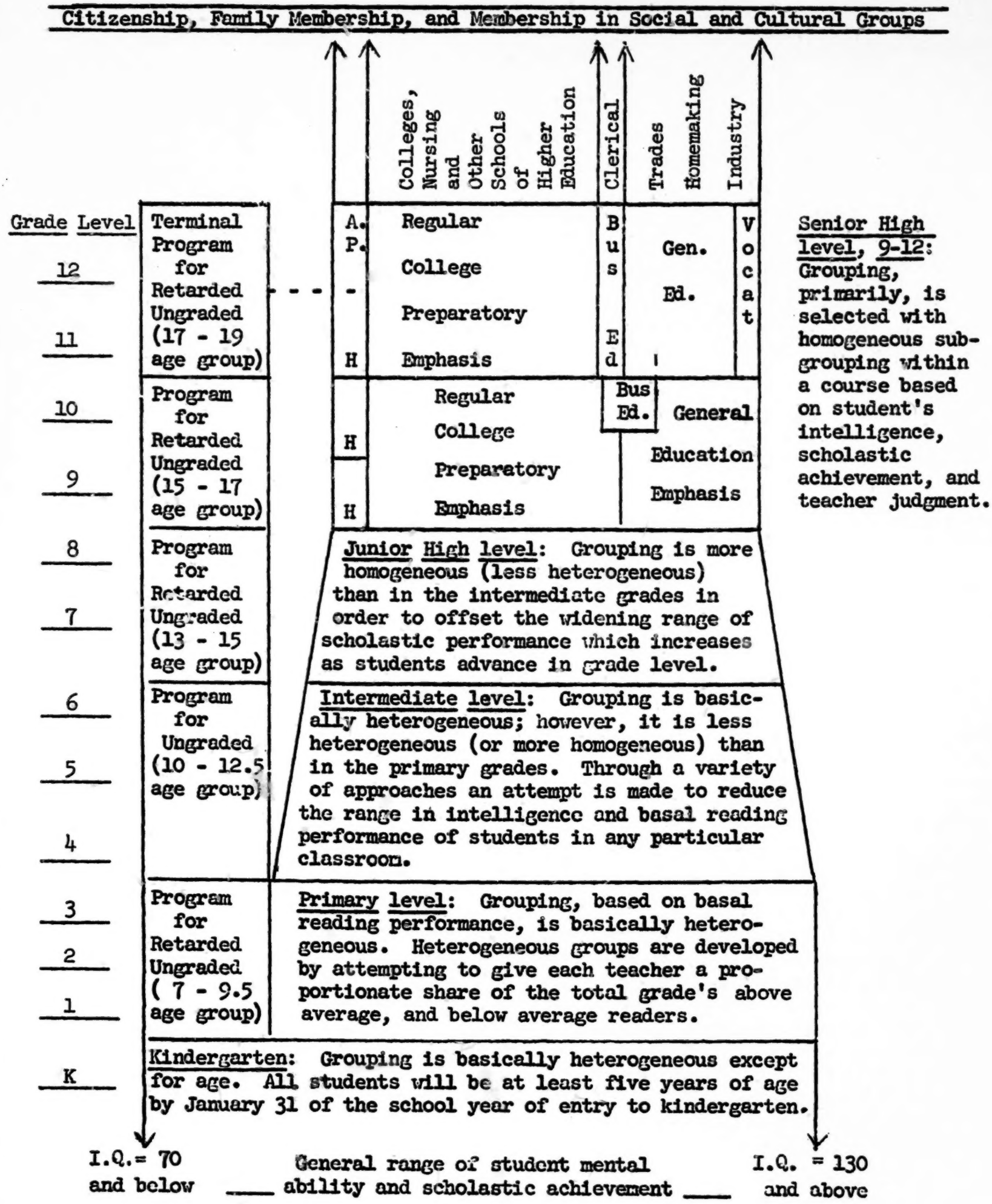
Provision	Primary 1-2-3	Intermediate 4-5-6	Junior High School 7-8	North Campus High School 9 & 10 South Campus High School 11 & 12
III. ENRICHMENT (Continued)		Students make collections: insects, etc. Students in grade 6 have enriched programs utilizing school and community resources. Students participate in science fairs, etc. Students elect instrumental music. Students elect extra curricular activities.	Students do supplemental work in English Students do supplemental work in foreign language Students make more use of art and music. Students make more use of school activities. Students participate in science fairs, etc. Students are encouraged to participate in educational programs conducted by public libraries, museums, etc.	Students engage in independent study and projects. Students participate in enriched courses in science, mathematics, and social studies through expanded use of school and community resources. Students make extensive studies of social issues. Students do more critical analyses of dramatic programs. Students participate in science fairs, etc. Students participate in leadership workshops. Students participate in reading and study skills improvement. Students are encouraged to participate in educational programs conducted by public libraries, museums, etc. Students are encouraged to participate in summer programs sponsored by colleges and the National Science Foundation.

PROVISIONS - FOR - GIFTED - STUDENTS - IN - ABINGTON - SCHOOLS

Provision	Primary 1-2-3	Intermediate 4-5-6	Junior High School 7-8	North Campus High School 9 & 10 South Campus High School 11 & 12
IV. GROUPING	Students are grouped within the classroom according to reading ability.	Students are grouped along somewhat homogeneous lines where the school has more than one section per grade. Students within the classrooms are grouped in reading and to some extent in arithmetic and spelling.	Students are grouped homogeneously. Some individual student scheduling is practiced. Students are grouped according to ability in academic subjects. Students are assigned according to established criteria.	Students are grouped according to ability in academic subjects. Honors courses in the major academic areas are maintained for the upper ability students. Course choice determines the group in some cases while in other cases the grouping is based on established criteria. Students elect Advanced Placement courses.

GRADES K - 12 GROUPING PLAN
(A Schematic Representation)

Dr. Carl J. Manone, Assistant Superintendent


Citizenship, Family Membership, and Membership in Social and Cultural Groups
Colleges, Nursing and Other Schools of Higher Education
Clerical
Trades
Homemaking
Industry
Grade Level
12
11
10
9
8
7
6
5
4
3
2
1
K
Terminal Program for Retarded Ungraded (17 - 19 age group)
Program for Retarded Ungraded (15 - 17 age group)
Program for Retarded Ungraded (13 - 15 age group)
Program for Ungraded (10 - 12.5 age group)
Program for Retarded Ungraded (7 - 9.5 age group)
A. P. - H
Regular College Preparatory Emphasis
Bus Ed.
Gen. Ed.
Voc
Regular College Preparatory Emphasis
Bus Ed.
General Education Emphasis
Junior High level: Grouping is more homogeneous (less heterogeneous) than in the intermediate grades in order to offset the widening range of scholastic performance which increases as students advance in grade level.
Intermediate level: Grouping is basically heterogeneous; however, it is less heterogeneous (or more homogeneous) than in the primary grades. Through a variety of approaches an attempt is made to reduce the range in intelligence and basal reading performance of students in any particular classroom.
Primary level: Grouping, based on basal reading performance, is basically heterogeneous. Heterogeneous groups are developed by attempting to give each teacher a proportionate share of the total grade's above average, and below average readers.
Kindergarten: Grouping is basically heterogeneous except for age. All students will be at least five years of age by January 31 of the school year of entry to kindergarten.
I.Q.= 70 and below
General range of student mental ability and scholastic achievement
I.Q. = 130 and above

Senior High level, 9-12: Grouping, primarily, is selected with homogeneous sub-grouping within a course based on student's intelligence, scholastic achievement, and teacher judgment.

A. P. - Advanced Placement
H - Honors